

ISTEP+ Spring 2009

Indiana Statewide Testing for Educational Progress Plus

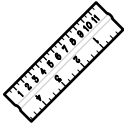
Mathematics • English/Language Arts
Grade 3



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Web Version

Use only a Number 2 pencil to answer the questions in this book. Answers written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.

Acknowledgments: CTB is indebted to the following for permission to use material in this book.

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NOTE: A correct answer **CANNOT** receive full credit if no work is shown.

Since you may receive partial credit for all problems in this test, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- **show all the steps needed to solve the problem**
- **make your handwriting clear and easy to read**
- **write the answer on the answer line**

As you complete each problem, remember to

- ☒ **READ** the problem carefully
- ☒ **PLAN** how to solve the problem
- ☒ **SOLVE** the problem showing all steps
- ☒ **CHECK** your work

Session 1: Mathematics

- 1** The chart below shows the times Damien and Lela played soccer last week.

Soccer Times

| | Day | Time Started | Time Ended |
|---------------|----------|--------------|------------|
| Damien | Thursday | 7:30 P.M. | 8:10 P.M. |
| | Saturday | 8:30 A.M. | 9:15 A.M. |
| Lela | Tuesday | 6:50 P.M. | 7:25 P.M. |
| | Saturday | 10:05 A.M. | 10:40 A.M. |

Who played MORE minutes of soccer last week?

Show All Work

Answer _____

Go On



How many minutes IN ALL did Damien and Lela play soccer last week?

Show All Work

Answer _____ minutes

NOTE: For Spring 2009, Grade 3, Question 2 did not contribute to the calculation of a student's score. Therefore, this item is not included here.



3 Look at the oranges below.



Chloe first divided the oranges into 2 equal groups. She kept one group of oranges for herself.

She wants to divide the oranges in the other group equally among her 3 friends.

How many MORE oranges does Chloe need to divide them equally?

Show All Work

Answer _____ oranges

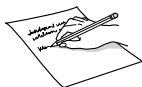


ATTENTION! Please do not leave your punchouts in this book.



STOP! STOP! STOP! STOP! STOP!

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Session 1: English/Language Arts

1

My School Guest

Read the information in the box. Then do the writing activity.

If you could bring someone to school to spend the day with you, who would you bring? Why would you bring this person? How would the two of you spend the day together?

Write a story that describes your day at school with this person. Explain why you would bring this person to school with you.

Prewriting Activity

- Use the boxes on the next page to help you plan your writing.
- Be sure your writing has a beginning, a middle, and an end.
- Be sure to include details to make your writing interesting.
- Here are some questions to help you in your writing:
 - ✓ Who would you bring to school?
 - ✓ Why would you bring this person to school with you?
 - ✓ How would the two of you spend the day together?
- If you need more paper to plan your writing, ask your teacher.

Go On



Plan your writing.


Beginning

Middle

End



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DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

[illegible]

Session 1

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DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

Go On



Now check your writing using this Editing Checklist.

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you used correct punctuation?
- 4** Have you spelled all words correctly?
- 5** Does the action word (verb) of your sentence agree with the subject?

Examples: Tom plays at the park.

They play at the park.

- 6** Have you used the correct form of your action words (verbs)?

Examples: Jan plays today.

Jan played yesterday.

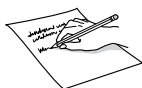
Jan will play tomorrow.

- 7** Have you written complete sentences?

STOP! STOP! STOP! STOP! STOP!



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Session 2: English/Language Arts

Directions

For Session 2, you will read a story called "Sam Sings" and complete Numbers 1 through 3. You may look back at the story as often as you like.

Go On



SAM SINGS

by Stephanie Garris

illustrated by Karen L. Baker

Sam loved to sing. He didn't know if he even had a good voice. All he knew for sure was that he loved to sing.

His mother said he started singing when he was a baby. While she rocked him, he would sing himself to sleep, making sweet baby noises that were like little songs.

Now Sam knew lots of words to lots of songs. He started the day with a song the moment he jumped out of bed. He sometimes sang while brushing his teeth. It always came out sounding like nonsense, but it made brushing fun. At school he hummed to himself during tests. It seemed to help him concentrate. Sam even sang in the grocery store. No matter where he was or what he was doing, he was always singing, humming, or whistling. Sam was born to sing. That's what everyone thought—and that's what Sam thought, too.

At least that's what he thought until Friday, February 23. On Friday, February 23 at 11:03 A.M., Sam's teacher, Mrs. Norris, announced that the second grade would be doing a spring musical. She said that everyone in the class was welcome to sing a solo.

Sam looked around as hands shot up. Even Alex, Sam's best friend, had raised his hand—the same Alex who said he couldn't sing a note if his life depended on it. Sam looked up to see if Laura, who was very shy, had her hand up.

She did! Everyone in the class wanted to sing a solo in the musical. Hands were waving like crazy. But Sam's hands were stuck like glue to his lap.

Go On





Mrs. Norris told Sam he could think about it over the weekend. She was hoping he might change his mind. So Sam thought about it on Saturday as he helped his dad wash the car. He thought about it while he made cookies with his big sister. And he thought about it all during his piano lesson. But by Saturday evening he still hadn't changed his mind. On Sunday Sam thought about it some more. In fact, he hardly thought of anything else. And when he went to bed that night, Sam realized he hadn't sung, whistled, or even hummed all weekend long!

Monday morning Sam woke up with a stomachache. His mom took his temperature, but it was not high enough to stay home from school. While Sam walked the two blocks to school, he tried not to listen to Alex, who was talking nonstop about his solo in the musical.

Mrs. Norris took Sam aside just before reading class. He knew what she was going to ask. She looked disappointed when he gave his answer. But she told him not to worry and said she understood.

Go On



The second graders practiced the musical for weeks. Sam knew all the solos by heart and sang them to himself every night in bed. Sometimes he wished he had raised his hand like everyone else. But singing in front of an audience was different from singing in the grocery store or at the park. The people in the audience wouldn't be busy buying vegetables or playing with their dogs. They would be doing just one thing: listening to him!

The big night finally arrived. Sam was excited, even though he had only a small speaking part. He said his one line clearly and didn't forget a single word. He sang loudly with the rest of the class and knew from his parents' smiles that they could hear him.

Alex sang a short solo. His voice was a little shaky, and he looked sort of scared, but Sam felt proud of his best friend. Laura's turn was next. Sam liked her voice best of all. She could reach the high notes without sounding squeaky. But as the pianist played the first few notes of her solo, not a sound came from Laura. Sam looked at her. Her face was white as a sheet.

Sam knew he had to do something—anything. And so he sang. At first he sang quietly and sounded shaky like Alex, but soon his voice grew smoother and stronger. Then he heard a soft, sweet sound. He looked over at Laura and saw that she was singing, too. Laura and Sam sang as if they had been practicing together for weeks.

The audience clapped and clapped. Sam decided he liked the sound of applause almost as much as Laura's sweet voice, and on his way home he sang and sang and sang.



- 1** Why does everyone think that “Sam was born to sing”? Support your answer with details from the story.

- 2** How does Sam show that he is nervous about the idea of singing in front of an audience? Support your answer with details from the story.

Go On



3

On the night of the musical, Sam changes his mind about singing a solo. Why does he change his mind? Describe what happens. Support your answer with details from the story.



Applied Skills Assessment

Mathematics • English/Language Arts

Grade 3



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